DOCUMENT RESUME

ED 242 116 EC 161 885

AUTHOR	Pine, Leslie; And Others
TITLE	Burlington's Making Special Friends Project: Volume V. Developing Community Resource and Accessibility Guides.
INSTITUTION	Burlington School District, Vt.; Vermont Univ., Burlington. Center for Developmental Disabilities.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	Sep 83
CONTRACT	300-81-0413
NOTE	74p.; The document will not reproduce well due to small print. For related documents, see EC 161 882-884.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Accessibility (for Disabled); *Community Resources; Elementary Secondary Education; Peer Acceptance; Resource Materials; *Severe Disabilities
IDENTIFIERS	*Making Special Friends Project

ABSTRACT

The fifth of six volues in a series on the "Making Special Friends Project," a program designed to promote interaction between severely handicapped and nonhandicapped persons in school and community settings, details an approach for developing community resource and accessibility guides. Steps in the process are outlined, including determining the target population and area, identifying specific resources to be included, collecting the information, establishing an advisory committee, developing an accessibility checklist, and surveying the sites and geography. Procedures for compiling the guides are also considered, as are aspects of updating each. (CL)

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BURLINGTON'S MAKING SPECIAL FRIENDS PROJECT: DEVELOPING COMMUNITY RESOURCE AND ACCESSIBILITY GUIDES

Volume V*

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September, 1983

EC161885

*This publication was developed through Federal Contract No. 300-81-0413, "Integrated Educational Service Delivery Models for Severely Handicapped Children and/or Youth", from the U.S. Department of Education, Washington, D.C.

Opinions expressed in this volume do not necessarily reflect the position or policy of the U.S. Department of Education, Office of Special Education and Rehabilitative Services, and no official endorsement by that office should be inferred.

ACKNOWLEDGEMENTS

The authors wish to acknowledge the significant contributions made by the following people: Nancy Rice, Carolyn Pallutto, Angie McDermott, Allison Letourneau, Bill Cain, Mindy Conry, Chris Cook, Ann Carling, and Chick Ash for their input and assistance with the design and implementation of the project; Lois Holbrook and Evelyn Carter for their input and support to the teachers and project staff; Ann King for her outstanding clerical contributions; the numerous members of the task forces for their invaluable ideas and enthusiasm; Chris Urich and Tim Fox for their invaluable comments on earlier drafts of this manuscript; and Robyn Schenck for assistance in developing Burlington's Accessibility Checklist and other materials used throughout the project.

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INTRODUCTION

This is the fifth in a series of manuals produced by Burlington's Making Special Friends Project. The purpose of Volume V is to offer detailed information on developing community resource and accessibility guides. Specific procedures and forms are offered, although it is expected that they will be tailored to meet the unique needs and characteristics of each community. Blank copies of the forms referred to in this manual may be found in Burlington's Making Special Friends Project: Sample Forms-Volume VI.

1.0 COMMUNITY RESOURCE GUIDE

The purpose of a community resource guide is to provide a single source of information regarding available services and resources which may be utilized by community members. Resources described in the guide may include agencies, organizations, and publications which address available services.

In addition to providing information useful to community members in general, handicapped individuals and their families should find such a guide extremely useful in locating needed services. The guide may provide vital information to teachers and service providers when developing IEP goals and transition plans, when implementing community-based training, and when referring handicapped individuals to appropriate services. The types and quantity of information included in the community resource guide

will determine its usefulness for specific segments of the community.

1.1 Developing a Resource Guide for Handicapped People

When developing a community resource guide for handicapped people, the specific needs of the handicapped and their families should be addressed. It will be necessary to target the population to be served by the guide, identify the geographic area to be covered, select categories of services to be addressed, identify the specific resources to be included and collect necessary information for each resource. Once these activities have been completed, the resource guide can be compiled. The following sections describe procedures and examples for completing each activity.

1.1.1 Determine Target Population and Area

In order to determine what information to include in a resource guide, certain parameters must be defined. First, the specific population to be served by the guide should be determined. For example, the guide could be developed for use by families, teachers and other service providers of handicapped individuals aged 0-21. The needs of this group will determine the types of resources included in the guide. Second, the geographic area to be covered by the guide should be identified (e.g., local, regional, state-wide) so that the scope of the guide is clear.

1.1.2 Select Categories of Services

A list of potential categories of services to be included in the guide should be developed. This may be accomplished by reviewing existing resource guides for the target community (if available) and other communities. Other sources which may prove helpful in identifying categories include local government service agencies and private service organizations. Table 1 presents examples of categories that may be included on this preliminary list.

TABLE 1

Potential Categories of Services to Include in a Resource Guide

1. Advocacy Services
2. Architectural Barriers Information
3. Educational Services
4. Equipment and Aids
5. Government Assistance
6. Health Services
7. Legal Services
8. Libraries/Resource Materials
9. Mental Health/Counseling Services
10. Recreation and Leisure
11. Residential Services
12. Respite Care
13. Support Groups/Organizations
14. Transportation Services
15. Vocational Services
16. Youth Organizations/Centers

Once this list has been compiled, members of the target population should be contacted by the individuals developing the guide. The intent of the resource guide should be explained while inviting input into its development. This input is essential for

ensuring that the categories selected for inclusion in the guide reflect the needs of the target population.

One method for obtaining input from interested individuals is to have them complete a survey to indicate which categories from the preliminary list they feel should be included in the resource guide, and to recommend additional categories. A completed example of such a survey is provided in Table 2.

Another method of selecting categories is to organize a task force composed of individuals from target population. Input from task force members should be valuable in defining the services needed.

The use of one or both of these methods should provide the input needed to make the final selections of categories for inclusion in the guide. Table 3 provides the final list of categories that were selected for inclusion in Burlington's resource guide.

TABLE 2

Survey of Categories to Include in the Resource Guide

1. Please rank each item in the following list of resources and services on a scale of 1 to 5 (1=most important; 5=least important), based on how much you would like information on each item to be included in a resource guide of the Burlington area.

2. For each item, indicate what you feel the scope of the resource guide should be (local, state, national) by checking the appropriate box. You may check as few or as many boxes as you would like.

	RANK (1-5)	LOCAL	STATE	NATIONAL
Advocacy Services	1	X	X	X
Architectural Barriers Information	3	X	X	X
Educational Services	2	X	X	
Equipment and Aids	3	X		
Government Assistance	2	X	X	X
Health Services	2	X		
Legal Services	1	X	X	
Libraries/Resource Materials	3	X	X	
Mental Health/Counseling Services	2	X	X	
Recreation and Leisure	2	X		
Residential Services	1	X	X	
Respite Care	1	X		
Support Groups/Organizations	3	X	X	
Transportation Services	2	X	X	
Vocational Services	1	X		
Youth Organizations/Centers	4	X		
OTHER:				
Parent Services	1	X	X	
Rehabilitative Services (O.T., P.T., etc.)	2	X		

TABLE 3

Final List of Categories Selected for Inclusion in Burlington's Resource Guide

Advocacy & Counseling
Architectural Barriers Information
Educational Services
Equipment & Aids
Financial Assistance
Health-Related & Rehabilitative Services
Libraries & Materials
Parent Services
Recreation & Leisure
Residential Services
Respite Care
Transportation Services
Vocational Services
Specialized Services
National Organizations

1.1.3 Identify Specific Resources to be Included

Once the categories of services have been chosen, it is necessary to determine which agencies, organizations and publications address these services. Existing resource guides for the target community may prove useful in completing this task. If no similar guide is available, a list of resources for each category must be derived from other sources, such as the local telephone directory, state and local government service agencies, private service organizations and individuals who have knowledge of community services and resources for handicapped people and their families.

1.1.4 Collect Information

When the resources to be included in the guide have been identified, information about each resource must be collected. This information should include the address, phone number, contact person, services offered, eligibility requirements for receiving services, cost of services, and operating hours for each resource. Information may be collected by reviewing similar guides and updating pertinent entries or by directly contacting each resource and requesting specific information. Table 4 provides a sample completed information sheet which may be helpful in collecting the information as efficiently as possible.

If more than one person will be collecting the information, the task may be divided according to categories, so that one

person is responsible for obtaining information on all of the resources in a particular category. All individuals involved should communicate regularly to review agencies they are contacting in order to avoid duplication of efforts.

TABLE 4
Information Sheet

Name of Resource: Dental Clinic for Special Patients
Address: DeGoesbriand Unit
Medical Center Hospital of Vermont, Burlington, Vermont 05401
Phone: 656-2357
Contact: None
Services: Specially-equipped dental facility-provides dental services for people requiring special accomodations (only elective procedures are performed-no emergency or nonelective work.)
Eligibility: People who have difficulty getting dental care at a regular dentist's office (e.g., nursing home residents, mentally and/or physically handicapped people, and stretcher patients)-eligibility is determined at a preliminary screening visit.
Cost: Treatments may be paid for at each visit, or in monthly installments with no interest.
Hours: 8:00 a.m. - 5:00 p.m. Monday-Friday

SERVICES OFFERED BY THIS RESOURCE:

___ Advocacy & Counseling
___ Architectural Barriers Information
___ Educational Services
___ Equipment & Aids
___ Financial Assistance
_X_ Health-Related & Rehabilitative Services
___ Libraries & Materials
___ Parent Services
___ Recreation & Leisure
___ Residential Services
___ Respite Care
___ Transportation Services
___ Vocational Services
___ Specialized Services
___ National Organizations

1.2 Compiling the Guide

Using the information that has been collected and a standardized format, descriptions of each resource can be written. Table 5 provides an example of a standard format that may be used.

TABLE 5

Sample Resource Description

DENTAL CLINIC FOR SPECIAL PATIENTS.....656-2357

DeGoesbriand Unit
Medical Center Hospital of Vermont
Burlington, VT 05401

Services: This specially equipped dental facility provides dental services for people who require special accomodations. Only elective procedures are performed; no emergency or nonelective work will be done.

Eligibility: People who have difficulty getting dental care at a regular dentist's office, including wheelchair users, mentally and/or physically handicapped people, nursing home residents, and stretcher patients. Eligibility will be determined at a preliminary screening visit.

Cost: Treatments may be paid for at each visit, or in monthly installments with no interest.

Hours: 8:00 am - 5:00 pm Mon-Fri

The main body of the guide should consist of these individual descriptions, grouped according to the appropriate categories of services. Resources that offer a variety of services should be described under the most relevant category. The other services provided can be indicated in a cross-referenced index. This alphabetized index cross-references each resource with the categories of services provided. An example of one page of a cross-referenced index is provided in Table 6.

The cross-referenced index can be used by either reading across to see what services are offered by a particular agency or organization, or by reading down to find out what resources are available under a particular category of services. The index may indicate whether a resource serves the target population directly (i.e., provides the actual service to individuals or groups) or indirectly (i.e., provides information, referral, and/or funding for services) by using symbols such as "D" and "I". If "D" and "I" do not apply to certain categories (e.g., "National Organizations"), an "X" may be used under those columns (refer to Table 6).

In addition to a cross-referenced index, a general index should be included in the resource guide. This alphabetized index should provide the page numbers of all resources, categories of services, and other significant terms in the guide. Table 7 provides a sample page of a general index.

When all the information is compiled and organized, persons who are knowledgeable about the community should review the guide in order to check for gaps, inconsistencies, and errors before final revisions are made. The guide should then be reproduced in

TABLE 6

Sample Page of Cross-Referenced Index

CROSS-REFERENCED INDEX	ADVOCACY & COUNSELING	ARCHITECTURAL BARRIERS INFORMATION	EDUCATIONAL SERVICES	EQUIPMENT & AIDS	FINANCIAL ASSISTANCE	HEALTH-RELATED & REHABILITATIVE SERVICES	LIBRARIES & MATERIALS	PARENT SERVICES	RECREATION & LEISURE	RESIDENTIAL SERVICES	RESPITE CARE	TRANSPORTATION SERVICES	VOCATIONAL SERVICES	SPECIALIZED SERVICES	NATIONAL ORGANIZATIONS
I. LOCAL & STATE RESOURCES															
American Red Cross, Northern Vermont Chapter									D						X
Architectural Barriers Compliance Board		D													
Boy Scouts of America									D						X
Burlington Boys' Club									D						
Burlington Housing Authority		D				D				D					
Camp Abnaki									D						
Camp Thorpe									D						
Center for Disorders of Communication			D	D		D									
Champlain Association for Retarded Citizens	D						D	D						X	X
Champlain Industries													D		
Champlain Valley Office of Economic Opportunity - Head Start	D		D												
Child Development Clinic						D,I									
Children's Country Inn						D			D		D				
Chittenden County Citizen Advocacy Project	D														
Chittenden County Extension Service 4-H Programs									D						
Chittenden County Special Olympics									D						
Chittenden County Transportation Authority												D			
Continental Telephone of Vermont				D											
Dental Clinic for Special Patients						D									
Dept. of Motor Vehicles												I			
Developmental Disabilities Council	D						I								
Division for the Blind and Visually Handicapped	D		D	D	D	D							D	X	
Division of Vocational Rehabilitation													D		
F.N. Lose Center for Communication Disorders				I		D									
Epilepsy Association of VT	D				D		D							X	X
Essex Handicapped Summer Swim Program									D						
Family Services for Individuals with Developmental Disabilities	D		D					D							
Fire Prevention Division		D													

the most convenient form for use by the target population. Copies should also be provided to the agencies and organizations described in the guide and to local libraries.

TABLE 7

Sample Page of General Index*

Accent on Information, 109
accessible, 51; *see also* ARCHITECTURAL BARRIERS INFORMATION
adaptive aquatics, 69
ADVOCACY & COUNSELING, 3-14
Aid to Needy Families with Children (ANFC), 39
American Alliance for Health, Physical Education, Recreation and Dance, 109
American Association on Mental Deficiency, 109
American Coalition of Citizens with Disabilities, 110
American Red Cross, Northern Vermont Chapter, 69
American Barriers Compliance Board, 17
ARCHITECTURAL BARRIERS INFORMATION, 15-20
Architectural & Transportation Barriers Compliance Board, 110
The Association for the Severely Handicapped (TASH), 110
audiology: *see* HEALTH-RELATED & REHABILITATIVE SERVICES
autistic, 106
barrier-free, 111; *see also* ARCHITECTURAL BARRIERS INFORMATION
blind, 37, 39, 58, 88, 91, 105, 106; *see also* visual impairment
"Boys and Girls Camps-Summer Fun in Vermont", 67
Boy Scouts of America, 68
Burlington Boys' Club, 68
Burlington Housing Authority, 73
"Burlington's Church Street Marketplace Accessibility Guide", 18
camps, 9, 67, 69
Camp Abnaki, 69
Camp Thorpe, 69
Center for Developmental Disabilities (CDD), 18, 27, 62, 63, 67, 100

* Entries that are capitalized indicate category titles (e.g., ADVOCACY & COUNSELING). Bold-faced entries and numbers indicate names of resources and the pages on which they are described. Entries in quotations are publications.

2.0 ACCESSIBILITY GUIDES FOR HANDICAPPED PEOPLE

An accessibility guide is a collection of physical descriptions of community facilities. The purpose of such a guide is to assist persons with limited mobility in utilizing community facilities. Since the accessibility of a facility depends on an individual's specific handicap (i.e., a barrier to one person may not be a barrier to another person), handicapped persons must interpret the physical descriptions and conclude for themselves whether a particular facility can be accessed with relative ease.

As described by the President's Committee on Employment of the Handicapped, the process of developing an accessibility guide can have at least the following benefits:

a. It focuses the community's eyes and ears upon architectural barriers.

b. It creates interest in barrier-free construction.

c. It provides a valuable service to handicapped persons in the community.

d. The survey procedures help introduce volunteers first-hand to the barrier problems of handicapped individuals.

e. It draws the attention of public officials to cases of non-compliance with existing laws, codes and regulations. (President's Committee on Employment of the Handicapped, Reference Note 1).

2.1 Developing an Accessibility Guide

The recommended procedures for developing an accessibility guide consists of the following five steps: 1) establishing an advisory committee; 2) identifying the target population; 3) determining the target sites and geography to be described; 4) developing an accessibility checklist; and 5) surveying the sites and geography. Once these steps have been completed, the accessibility guide can be compiled. The following sections provide procedures and examples for completing each of these five steps.

2.1.1 Establish an Advisory Committee

An initial step in developing an accessibility guide is to select an advisory committee. The task of the committee is to define the direction of the project, to establish a systematic method for implementation, and to provide input and guidance throughout the project. The ideal advisory committee is composed of a variety of persons who have an interest in eliminating barriers, including handicapped individuals, parents, teachers, and other service providers.

2.1.2 Identify Target Population

An accessibility guide is developed for individuals who may hesitate to utilize community facilities due to their handicapping conditions. It may be designed for handicapped persons in general

or for a specific handicapped population. Factors that influence the selection of the target population include the interests of the group or agency developing the guide, the source of funding, the availability of other resources, and the needs of the community. For example, "Burlington's Church Street Marketplace Accessibility Guide" was developed as a component of Burlington's Making Special Friends Project. Since the purpose of this project was to promote integration of severely handicapped students (ages 6-21) into the community, the guide was geared towards these students, their families, and teachers.

2.1.3 Determine Target Sites and Geography

The needs and interests of the target population will determine which sites to include in the guide. The Advisory Committee should obtain input from members of the target population along with parents, teachers, and service providers to assist in delineating these needs. Table 8 provides an instrument that may be used to obtain this input. Based on this information, categories of community facilities should be selected for inclusion in the guide (e.g., stores, restaurants, and parking garages).

Once these categories have been determined, specific sites in each category must be designated. Selection of target sites should be based on such factors as chronological ages, neighborhoods, and interests of members of the target population. For example, stores and restaurants in the Church Street Marketplace were chosen as the target sites for Burlington's

Accessibility Guide because of their central location in the community and frequent usage by members of the target population and their families.

TABLE 8

Survey of Accessibility Information Needs

I. Please check one of the following:

- X I am a physically handicapped individual
- ____ I am a parent/guardian of a physically handicapped individual
- ____ I am a teacher of a physically handicapped individual
- ____ I am a service provider/support staff

II. Please rank each of the following categories on a scale of 1 to 5 (1 = most important; 5 = least important) based on your use of these facilities in your daily routine and your need for information regarding their accessibility.

- 4 Apartments
- 5 Auditoriums and Stadiums
- 4 Banks and Financial Institutions
- 5 Barbers and Beauticians
- 5 Churches
- 5 Cleaners and Laundromats
- 2 Dentists and Doctors
- 3 Government Buildings
- 3 Group Homes
- 5 Hospitals and Adaptive Aid Suppliers
- 5 Hotels and Motels
- 5 Museums and Galleries
- 1 Parking Garages
- 4 Preschools and Day Care Centers
- 2 Respite Care
- 1 Recreation Facilities
- 3 Sites of Interest
- 4 Theaters and Stages
- 5 Utilities
- 2 Youth Organizations/Centers

RESTAURANTS

- 1 Fast Food/Formal

STORES

- 1 Clothing
- 1 Discount
- 1 Drug
- 1 OTHERS
- 1 Grocery Stores
- ____ _____
- ____ _____

TRANSPORTATION FACILITIES AND SERVICES

- 3 Airports
- 2 Bus Terminals
- 4 Ferry Terminals
- 3 Train Depot
- ____ OTHERS
- ____ _____
- ____ _____

Geographic features surrounding the sites may also be described in the guide, and should be determined at this time. These features may include nearby street parking and parking garages, public telephones, benches, bus stops, and the street itself (e.g., type of surface, slope, and curbcuts).

2.1.4 Develop an Accessibility Checklist

The Advisory Committee should develop a checklist to be used to survey the target sites. When developing this checklist it may be helpful to review guides from other cities to make sure that all important information is included. An "International Directory of Access Guides" may be obtained by contacting:

Women's Committee of the President's Committee on Employment of the Handicapped
Washington, D.C. 20210

or

Travel Survey Department
Rehabilitation International, U.S.A.
20 West 40th Street
New York, N.Y. 10018

A copy of "Burlington's Church Street Marketplace Accessibility Guide" may be obtained by writing:

Monograph Coordinator
Center for Developmental Disabilities
499 Waterman Building
University of Vermont
Burlington, Vermont 05405

Handicapping conditions specific to the target population should be assessed to determine what architectural features might

present barriers. Using this information, criteria to be included in the checklist may be developed. The specific criteria included in the checklist utilized by Burlington's Making Special Friends Project were derived from the American National Standards Institute (ANSI), state regulations, and the articles referenced in this manual (refer to Section 2.3). These criteria may vary for different target populations and different communities.

The checklist should contain a general section that addresses considerations common to many facilities, such as parking, passenger drop-off and pick-up, walkways, and doorways. A completed example of a general checklist may be found in Appendix A. Another section should be attached which addresses considerations specific to each category of facilities. For example, architectural structures such as dressing rooms are only present in clothing stores and do not need to be included in the checklists for other stores (e.g., grocery stores). A separate section on dressing rooms, therefore, only needs to be attached when surveying clothing stores. Refer to Appendix B for samples of individualized checklists by category.

2.1.5 Survey the Sites and Geography

Volunteers, including members of the target population, should be recruited to survey the target sites and geographical features, if possible. Community organizations (e.g., Volunteer Senior Citizens groups, Girl Scouts, the Junior League, fraternities and sororities) are often good sources of volunteers and support for the project. Recruitment efforts may also be

aided by media publicity, such as articles in local newspapers describing the project and soliciting volunteers.

The volunteers should be trained to use the accessibility checklist before surveying any sites. In addition to this training, they should be instructed to visit the sites during slow times in the business day in order to minimize interference with customers. Permission from the owner or manager of each site should be procured before that site is surveyed. It is highly recommended that the proprietors be informed of the project in advance, so that they will be prepared to be visited by the volunteers. For example, in Burlington, letters were sent to the owners describing the project and explaining that volunteers would be visiting their facilities within the next few months. (See sample letter in Table 9).

2.2 Compiling the Guide

Upon completion of the five steps described in Section 2.1, the guide may be compiled. Compiling the guide involves the following procedures: 1) writing the site descriptions; 2) developing maps; 3) developing an introduction; and 4) determing the format of the guide. Although these procedures are each described individually in the following sections, accomplishment of these steps may overlap or occur simultaneously during the actual process of compiling an accessibility guide.

TABLE 9

Letter Sent to Owners of Facilities

The University of Vermont

CENTER FOR DEVELOPMENTAL DISABILITIES
A UNIVERSITY AFFILIATED FACILITY SATELLITE
COLLEGE OF EDUCATION AND SOCIAL SERVICES
499 C WATERMAN BUILDING
BURLINGTON, VERMONT 05405-0160

June 2, 1982

Dear Sir/Madam:

It has been recognized that a major source of difficulty for handicapped and elderly people is the fact that certain buildings in the community are not fully accessible to them. One way to alleviate this difficulty is by enabling persons with physical limitations to know in advance what to expect when they enter a particular building.

For this reason the Center for Developmental Disabilities at the University of Vermont is compiling an accessibility guide to stores and restaurants in the Burlington area for persons with permanent or temporary physical disabilities. The purpose of the guide is to simply provide physical descriptions of stores and restaurants which will enable disabled persons to decide for themselves which locations are best suited to their particular disability.

With your permission, members of our staff and volunteers will be visiting your store/restaurant during the next few weeks in order to take some measurements, so that it can be included in our guide.

If you have any questions regarding this project, please feel free to contact Nancy Rissler or myself at the Center for Developmental Disabilities.

Your cooperation in this undertaking will be greatly appreciated.

Sincerely,

Leslie Fine

Leslie Fine
Academic Program Assistant
Barrier-Free Project

LF/mjc

An Equal Opportunity Employer

2.2.1 Write Site Descriptions

Descriptions of each target site may be written using the information obtained from the completed accessibility checklists. A standardized format for these site descriptions should be developed. Table 10 presents an example of the format used in Burlington's Accessibility Guide. When completed, the site descriptions should be reviewed by the Advisory Committee in order to ensure accuracy and consistency.

TABLE 10
Sample Site Description

W. WARNER & CO..... 864-6217
96 Church Street

PASSENGER DROP-OFF:	Use Bank Street; 70 paces.
ENTRANCE:	Double doors in series. Door pull = 16 lbs. Doors lock open.
INTERIOR:	
Main	Access by main entrance. Pathways: range from 36-60+ inches (A). Largest Dressing Room (47x58"): width of door = 23". 3 steps: rear of store (2 handrails--no extensions).
Lower	Access by stairs (16 steps, height of step = 7½", open risers, 2 handrails--no extensions). Pathways: range from 55-60+ inches (A). Largest Dressing Room (43x46"): width of door = 23". Ramp (6°) in rear of store (no handrails).
COMMENTS:	Hours: 10:00 am - 9:00 pm M, F 10:00 am - 5:30 pm T-TH, SAT 7/27/82

2.2.2 Develop Maps

Maps may be developed to accompany the site descriptions. They may be used to illustrate the locations of the facilities described in the guide, and to clarify information provided in the site descriptions. In addition, certain features can be illustrated better on maps than in the site descriptions, such as the locations of handicapped parking spaces, parking garages, curb-cuts, walkways, alleys, ramps, and accessible restrooms and telephones. Examples of such maps are provided in Table 11.

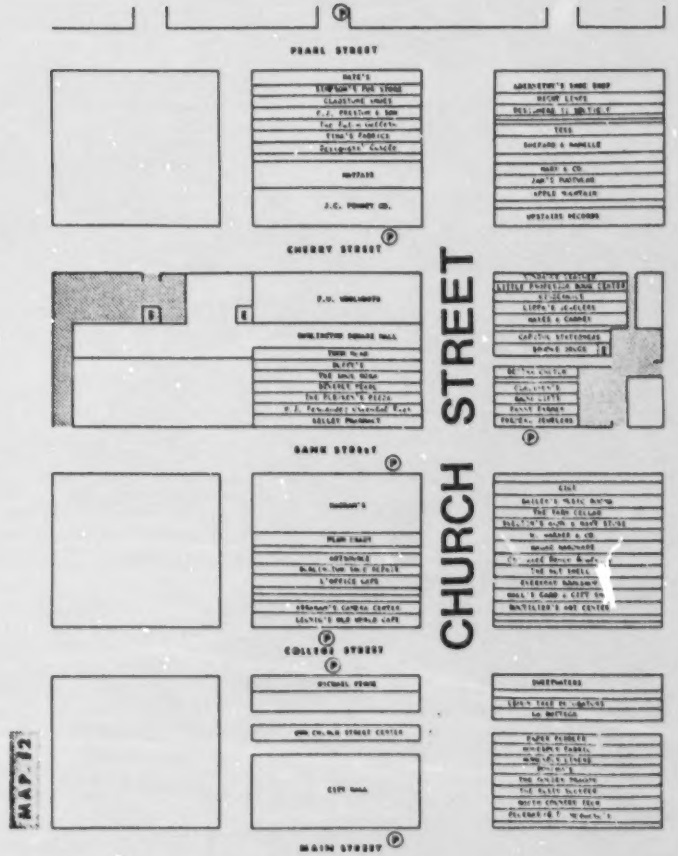
2.2.3 Develop Introduction

The site descriptions should be prefaced by an introduction which describes the criteria used to survey the facilities, and explains how the information in the site descriptions is organized and presented. It may be helpful to review other accessibility guides to explore different ways of presenting this information.

The introduction of Burlington's Accessibility Guide is divided into two sections. The "Standards" section describes the criteria used to survey the facilities. These criteria are based on the 1980 standards for barrier-free architectural features provided by the American National Standards Insititute (ANSI A117.1-1980). The "Key" explains and interprets the information provided in the site descriptions. It is necessary to use the "Key" and "Standards" sections together to determine the accessibility of a particular facility, since most of the information in the site descriptions refers only to those features

TABLE 11

Sample Maps



KEY TO SYMBOLS ON MAPS

MAP #1		MAP #2	
—	CURB		PARKING GARAGE
T	PUBLIC TELEPHONE(S)	E	ELEVATOR
P	HANDICAPPED PARKING SPACE	P	HANDICAPPED PARKING SPACE

* A store name in italics means that the store is not on street level. (The store can only be entered by going up or down a flight of stairs.)

that do not meet the criteria in the "Standards" section (i.e., those features that present potential barriers). These two sections are presented in Appendix C.

2.2.4 Determine Format

The completed site descriptions should be assembled into categories and arranged in alphabetical order. The main body of the guide will consist of these categories (e.g., "Stores", "Restaurants"). The remainder of the guide will consist of the introduction, a table of contents, an index, the maps, and other miscellaneous sections that will vary according to the needs of each community. For example, Burlington's Guide contains a section which describes public telephones and the locations of handicapped parking spaces separately, instead of including this information in each individual site description.

2.3 Sources of Information for Developing Accessibility Guides

Additional information on developing accessibility guides can be obtained from the following sources:

The Access Information Number-(800)424-2809 (Voice or TTY)-allows persons to call toll-free from anywhere in the country to obtain information and assistance on questions relating to accessibility.

American National Standards Institute, ANSI A117.1-1980 Specfications for Making Buildings and Facilities Accessible to and Useable by Physically Handicapped People, U.S. Department of Housing and Urban Development: Washington, D.C., 1980.

The American Institute of Architects, "Barrier Free Architecture: Yesterday's Special Design Becomes Tomorrow's Standard", AIA Journal, March, 1975.

"Breaking Through the Deafness Barrier - Environmental Accomodations for Hearing Impaired People", Curriculum Development and Research, Gallaudet College, Division of Public Services, 7th and Florida Avenue, N.E., Washinton, D.C. 20002 Telephone: (202)651-5591 (voice) (202)651-5595 (TTY).

"Guilty Buildings", The President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

Hanley, C.D., Orelove, F.P., "Modifying School Buildings for the Severely Handicapped: A School Accessibility Survey", AAESPH Review, 1979, 4(3), pp. 219-236.

National Center For a Barrier Free Environment, Tools for Accessibility, Suite 1006, 1140 Connecticut Avenue, N.W., Washington, D.C. 20036 Telephone: (202)466-6896.

National Center For a Barrier Free Environment, "REPORT" (accessibility newsletter), Suite 1006, 1140 Connecticut Avenue, N.W., Washington, D.C. 20036 Telephone (202)466-6896.

National Center for a Barrier Free Environment, "Access Information Bulletin", Suite 1006, 1140 Connecticut Avenue, N.W., Washington, D.C., 20036 Telephone: (202)466-6896.

United States Architectural and Transportation Barriers Compliance Board, Guidebook to the Minimum Federal Guidelines and Requirements for Accessible Design, Washington, D.C. 20202 Telephone: (202)472-2700 (voice) or (202)245-1801 (TDD).

3.0 UPDATING RESOURCE AND ACCESSIBILITY GUIDES

Resource guides and accessibility guides quickly become outdated as changes occur in the community. This problem can be minimized through the use of computers or word processors. By storing information in a memory, these tools make it possible to edit and update the information as changes take place. Updated versions of the guides can then be easily produced. For Burlington's Accessibility Guide, an Apple II microcomputer was used to store information utilizing the Visidex software program, while the Resource Guide was stored using a word processor.

Another advantage of using computers or word processors is that information can be quickly and easily cross-referenced or indexed through the use of key-words. For example, information on a site description may be stored under the facility's name, category (e.g., "Stores"), and location (e.g., "Church Street"). This feature can be useful when answering specific inquiries.

4.0 REFERENCE NOTES

"Guilty Buildings", The President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

APPENDIX A

General Accessibility Checklist

GENERAL ACCESSIBILITY CHECKLIST

Directions: Please fill out this checklist as completely and as specifically as possible. Feel free to draw diagrams when needed to illustrate features in more detail.

SITE SURVEYED: Maxwell's Restaurant

ADDRESS: 220 Church Street
Burlington, Vermont 05401

PHONE: 864-7528

BUSINESS HOURS: 11:00 a.m. – 10:00 p.m. daily

Is this facility:

(YES) / NO 1) a restaurant?

***If yes,

please complete the Restaurant Checklist (Section XI) after completing the General Accessibility Checklist.

YES / (NO) 2) a clothing store?

***If yes,

please complete the Clothing Store Checklist (Section XII) after completing the General Accessibility Checklist.

YOUR NAME/ORGANIZATION: Susan Jones - Retired Senior Volunteer Program

DATE: July 27, 1982

I. EXTERIOR CONSIDERATIONS

A. Passenger Drop-Off and Pick-Up

(YES) / NO 1) Is there a safe place, not intended for permanent parking, designated for passengers to get into and out of cars? (May be on the street or off the street.)

***If yes,

a. Indicate approximate location: Corner of College Street and Church Street

(YES) / NO b. Is that space zoned to prohibit parking?

YES / (NO) c. Is that space clearly marked with a ♿ symbol?

(YES) / NO d. Is that space level with sidewalk or walkway?

YES / (NO) e. Is space at curbside?

***If yes,

-Indicate height of curb: _____ inches

-Is there a: (check one)

_____ Ramp

***If yes,

complete a Checklist for Ramps (Section VI).

_____ Curbcut

_____ Neither one

f. Approximately how many paces is this space to an entrance?

56 paces

B. Parking

1) How many parking spaces are available for general public use?

about 20 spaces

2) How many parking spaces are designated for the handicapped? (Space must be clearly marked with a ♿ symbol.) 2 spaces

3) Where are the handicapped parking spaces in relation to your site? *BE SPECIFIC!* Also, indicate the type of parking space (e.g., on the street, metered, garage, parking lot). EXAMPLE: "In the University Mall parking lot at the end of the row nearest to the Zayres entrance".

On College Street - one is in front of the Merchant's Bank, and one is in front of City Hall Park.

C. Walkways

(YES) / NO 1) Are there public walkways (sidewalks, paths, etc.) leading to the entrance of the facility?

***If yes,

a. Please list the following information for all walkways:

LOCATION OF WALKWAY	IS WALKWAY (check one) sloped	level	WIDTH OF WALKWAY IN INCHES
Church Street	✓		60+ inches
			inches
			inches
			inches

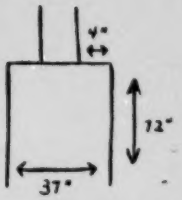
b. Please indicate surface texture and type of walkways (e.g., smooth : concrete, rough : gravel)

some irregularities: brick surface

YES / (NO) c. Are there steps in any of the walkways?

***If yes,

complete the Checklist for Stairs (Section IV).



***If no,

please describe this area, including all dimensions. (Draw a diagram if necessary.)

There is 37 x 72" clear floor space with 4 inches allowance on latch side

b. This floor space: (check one)

____ is level

✓ is sloped, with a slope of 5 degree(s)

____ has an abrupt change in level of ____ inch(es)

YES / (NO) c. Are there any other potential barriers, such as the type of surface (e.g., shag rug, gravel), protrusions, or other obstructions?

***If yes,

please describe. *BE SPECIFIC!*

4) Push Side of door (the side on which you push the door open):

YES / (NO) a. Is there a clear floor space at least 4 feet deep and 5 feet wide? (See Figure 1.)

***If no,

please describe this area, including all dimensions. (Draw a diagram if necessary.)

Clear floor space is 4 feet deep but only 37" wide

b. This floor space: (check one)

✓ is level

____ is sloped, with a slope of ____ degree(s)

____ has an abrupt change in level of ____ inch(es)

II. ENTRANCE DOORS

A. Location

YES / (NO) 1) Is there more than one entrance?

***If yes,

- please describe the location of this entrance, indicating the street that it is on and its position in relation to the other entrance doors. (Draw a diagram if necessary.) Also, be sure to complete a Checklist for Doorways (Section V) for each additional entrance door.

B. Approach

(YES) / NO 1) Are there any steps leading to or from the doorway?

***If yes,

complete the Checklist for Stairs (Section IV).

2) Does the door open: (check one, and describe if necessary)

____ inward

✓ outward

____ both ways

3) Pull Side of door (the side on which you pull the door open):

YES / (NO) a. Is there at least a 5X5 foot clear floor space with at least 2 feet allowance to the latch side?

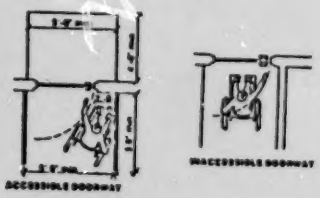


Fig. 1. Doorway Space Requirements

YES / (NO) c. Are there any other potential barriers, such as the type of surface (e.g., shag rug, gravel), protrusions, or other obstructions?

***If yes,

please describe. *BE SPECIFIC!*

_____

_____

_____

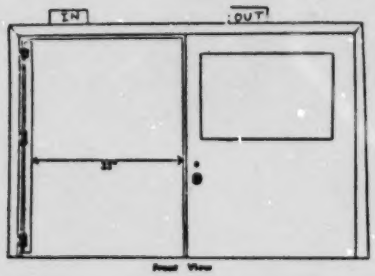
C. Door Measurements

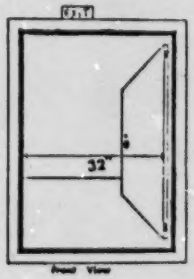
(YES) / NO 1) Is this door at least 32 inches wide?

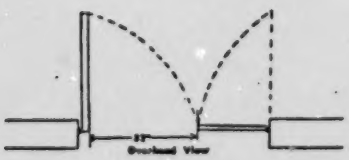
***If no,

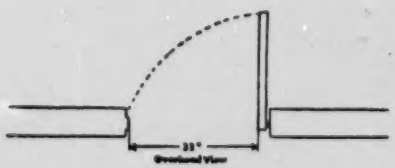
what is the width of the door? ____ inches

NOTE: Look carefully at the pictures below. It is very important that you take your measurements from these points. Be as accurate as possible! (In an instance where there are double doors, one door must be at least 32 inches wide.)









2) What is the height of the door handle? (Measure from the ground to the actual grasping area.) 40 inches

YES / (NO) 3) Is the threshold (doorsill) flush with the floor?

***If no,

what is its height? ½ inch(es)

4) What is the weight of the door (i.e., the "door pull")? 8 lbs.

***If there are double doors, record the weight of both doors:

_____ lbs.

_____ lbs.

YES / (NO) 5) Does the door lock open?

6) Does this doorway have:

YES / (NO) a. an automatic door?

YES / (NO) b. double doors?

YES / (NO) c. doors in series (with a vestibule in between)?

***If yes,

1) please be sure that a Checklist for Doorways (Section V) is completed for each door or set of doors in the series; and

2) please draw a diagram of the vestibule, indicating the locations of all doors, the directions in which all doors swing open, and all dimensions with the doors open 90°.

III. INTERIOR CONSIDERATIONS

Please complete the following section for each level of the facility:

A. Pathways - 2 levels 1ST FLOOR 2ND FLOOR

1) The narrowest pathway is 30 inches; 48"

2) The widest pathway is 69 inches; 53"

3) Please check the statement which best describes the facility: (check one)

2ND FLOOR

☐ The majority of pathways are wider than 48 inches; if there is only one aisle, its width is greater than 60 inches.

☒ (X) Approximately half of the pathways are wider than 48 inches.

☐ The majority of pathways are less than 48 inches wide; if there is only one aisle, its width is less than 60 inches.

YES / (NO) 4) Is there a checkout lane?

***If yes,

how wide is it? _____ inches

(YES) / NO 5) Is there a rug or mat inside?

***If yes,

please specify below what kind of rug and location.

wall-to-wall carpeting - low pile

B. Doorways

YES / (NO) 1) Are there any interior doorways?

***If yes,

please complete a Checklist for Doorways (Section V) for each interior doorway.

C. Other Features

(YES) / NO 1) Are there any stairs or steps?

***If yes,

complete the Checklist for Stairs (Section IV).

(YES) / NO 2) Are there any ramps?

***If yes,

complete a Checklist for Ramps (Section VI) for each ramp.

YES / (NO) 3) Are there any elevators?

***If yes,

complete a Checklist for Elevators (Section VII) for each elevator.

YES / (NO) 4) Are there any escalators?

***If yes,

please describe the location(s): _____

_____

_____

(YES) / NO 5) Are there any public restrooms?

***If yes,

complete a Checklist for Restrooms (Section VIII) for each restroom.

(YES) / NO 6) Are there any public telephones?

***If yes,

complete a Checklist for Public Telephones (Section IX) for each telephone.

YES / (NO) 7) Are there any drinking fountains?

***If yes,

complete a Checklist for Drinking Fountains (Section X) for each drinking fountain.

IV. CHECKLIST FOR STAIRS

List the location of each stairway at your site. For each stairway listed, indicate by letter which of the requirements are met. (Refer to the following page for details on letter choices.) Please provide further descriptions for requirements that are not met.

LOCATION	NUMBER OF STEPS	HEIGHT OF A SINGLE STEP IN INCHES	WIDTH OF TREAD IN INCHES	LETTERS (A,B, C,D,E,F,G,H, I,J,K)	FURTHER DESCRIPTIONS
Outside of Entrance door	1	5½"	11"	A,B,I,J,K	no handrails; entrance door opens onto top of step
Inside restaurant, to the left, (leading up to second floor)	10 steps, landing, 3 more steps	between 7 & 7½" (varies)	11"	B,H,I,J,K	Only one handrail; no handrail extensions

Stairway Requirements:

A. Steps are of uniform height.

B. All steps have uniform tread width.

C. There are brightly colored strips on front edge of steps.

D. Stairs have rounded nosings.

E. Stairs have sloping step risers.

F. There are handrails on both sides of stairs OR there is one handrail going up the middle of the stairway.

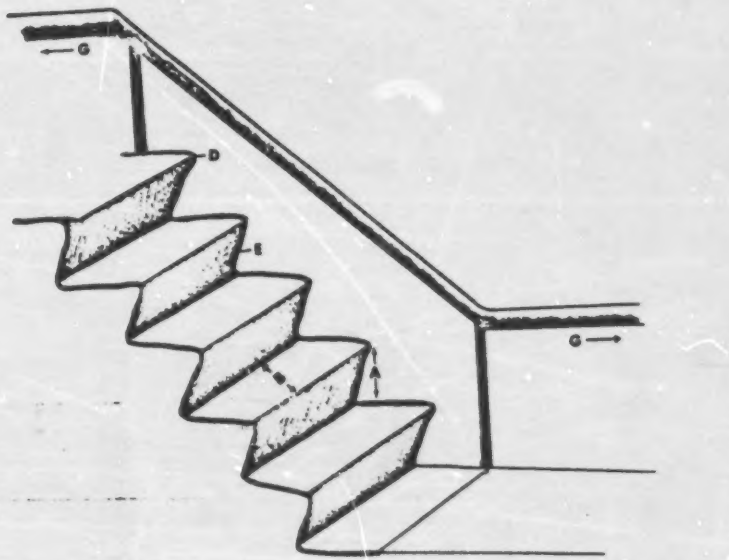
G. Handrails extend at least 12 inches beyond the top riser and at least 12 inches plus one tread width beyond the bottom riser.

H. No doors open directly onto top or bottom of staircase.

I. Surface is non-slip.

J. Surface is non-glare.

K. Stairs are carpeted and carpet is securely attached OR stairs are not carpeted.



V. CHECKLIST FOR DOORWAYS

A. Location

1) Check whether this doorway is an:

_____ entrance door

✓ interior door

2) Describe the location of this doorway. BE SPECIFIC! (Draw a diagram if necessary.)

Restroom door - in rear of restaurant (both restroom doors are identical).

B. Approach

YES / (NO) 1) Are there any steps leading to or from the doorway?

***If yes,

complete the Checklist for Stairs (Section IV).

2) Does the door open: (check one, and describe if necessary)

____ inward

✓ outward

____ both ways

3) Pull Side of door (the side on which you pull the door open):

(YES) / NO a. Is there at least a 5X5 foot clear floor space with at least 2 feet allowance to the latch side?

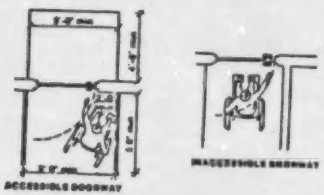


Fig. 1. Doorway Space Requirements

***If no,

please describe this area, including all dimensions. (Draw a diagram if necessary.)

b. This floor space: (check one)

✓ is level

____ is sloped, with a slope of ____ degree(s)

____ has an abrupt change in level of ____ inch(es)

YES / (NO) c. Are there any other potential barriers, such as the type of surface (e.g., shag rug, gravel), protrusions, or other obstructions?

***If yes,

please describe. BE SPECIFIC!

4) Push Side of door (the side on which you push the door open):

YES / (NO) a. Is there a clear floor space at least 4 feet deep and 5 feet wide? (See Figure 1.)

***If no,

please describe this area, including all dimensions. (Draw a diagram if necessary.)

Floor space is 24½" wide and 32" deep

b. This floor space: (check one)

✓ is level

____ is sloped, with a slope of ____ degree(s)

____ has an abrupt change in level of ____ inch(es)

YES / (NO) c. Are there any other potential barriers, such as the type of surface (e.g., shag rug, gravel), protrusions, or other obstructions?

***If yes,

please describe. *BE SPECIFIC!*

_____

_____

_____

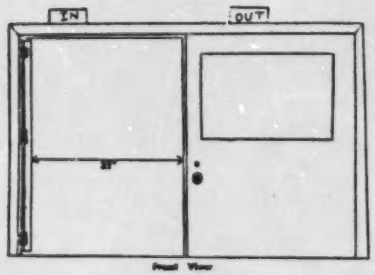
C. Door Measurements

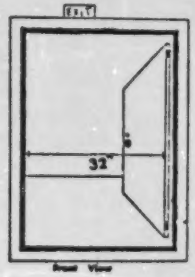
YES / (NO) 1) Is this door at least 32 inches wide?

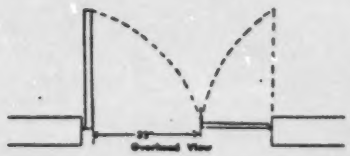
***If no,

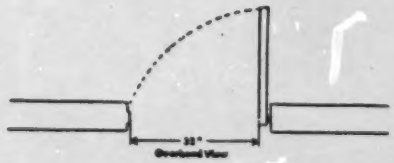
what is the width of the door? 22 inches

NOTE: Look carefully at the pictures below. It is very important that you take your measurements from these points. Be as accurate as possible! (In an instance where there are double doors, one door must be at least 32 inches wide.)









2) What is the height of the door handle? (Measure from the ground to the actual grasping area.) 36 inches

YES / (NO) 3) Is the threshold (doorsill) flush with the floor?

***If no,

what is its height? 2 inch(es)

4) What is the weight of the door (i.e., the "door pull")? 8 lbs.

***If there are double doors, record the weight of both doors:

_____ lbs.

_____ lbs.

YES / (NO) 5) Does the door lock open?

6) Does this doorway have:

YES / (NO) a. an automatic door?

YES / (NO) b. double doors?

YES / (NO) c. doors in series (with a vestibule in between)?

***If yes,

1) please be sure that a Checklist for Doorways (Section V) is completed for each door or set of doors in the series; and

2) please draw a diagram of the vestibule, indicating the locations of all doors, the directions in which all doors swing open, and all dimensions with the doors open 90°.

VI. CHECKLIST FOR RAMPS

A. Location

1) Where is this ramp located? In the rear of the first floor, leading to some tables.

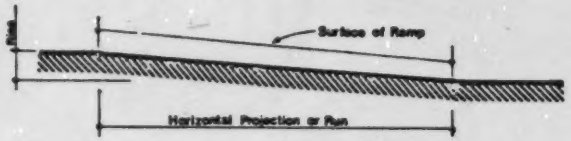
B. Ramp Measurements

1) How wide is the ramp? 32 inches

2) What is the slope of the ramp (in degrees)? 13 °

3) What is its rise? 3¼ inches

4) What is its horizontal projection or run? 22½ inches



C. Landings

YES / (NO) 1) Does the ramp have level platforms at the bottom and top of each run that are at least 5 feet long and at least as wide as the ramp?

***If no,

please describe these areas: Bottom landing is only 43" long. Top landing is okay.

YES / (NO) 2) Does the ramp change directions at a landing?

***If yes,

what are the dimensions of the landing? _____ X _____ inches

YES / (NO) 3) Do any doors open out onto ramp landings?

***If yes,

what are the dimensions of the landing? _____ X _____ inches

YES / (NO) 4) Do long ramps have level platforms at least every 30 feet?

D. Ramp Surface

(YES) / NO 1) Is the ramp surface stable, firm and non-slip under all weather conditions?

***If no,

please describe: _____

(YES) / NO 2) Do the edges of the ramp have curbs (at least 2 inches high), walls, railings, or projecting surfaces to prevent people from slipping off the ramp?

E. Handrails

YES / (NO) 1) Are there any handrails?

***If yes,

a. Are they on one side OR both sides? (Circle one.)

b. How high are they, measured vertically from the surface of the ramp?

_____ inches

YES / NO c. Do they extend at least 12 inches beyond the top and bottom of the ramp segment?

***If no,

how far do they extend? _____

YES / NO d. Are they continuous, non-abrasive, and stable?

***If no,

please describe: _____

VII. ELEVATORS

A. Location

1) Where is this elevator located? _____

_____

_____

YES / NO 2) Are there any steps or ramps leading to the elevator?

***If yes,

please fill out the Checklist for Stairs (Section IV) and/or the Checklist for Ramps (Section VI).

3) What do the widths of the pathways leading to the elevator range from? _____ inches to _____ inches

YES / NO a. Are there any corners or turns in these pathways?

***If yes,

please draw a diagram, indicating all dimensions:

4) Which levels of this facility are not served by the elevator?

_____

_____

B. Controls

YES / NO 1) Are there any special requirements for use of the elevator (e.g., key, special permission, etc.)?

***If yes,

What are these requirements? _____

_____

_____

YES / NO 2) Are all of the controls 35 to 54 inches above the floor?

***If no,

indicate the heights of the controls that are less than 35 inches or more than 54 inches above the floor:

_____

_____

_____

YES / NO 3) Are the buttons labeled with raised or Braille letters beside them?

YES / NO 4) Are there bells or Braille markings to indicate each floor level?

C. Measurements

1) Please draw a diagram of the area inside the elevator, indicating dimensions and door width:

YES / NO 2) Is the threshold less than ½ inch high on each floor on which the elevator stops?

***If no,

please indicate the floors on which the threshold is more than ½ inch above the floor, and the height of the threshold on these floors. EXAMPLE: "Second floor - height of threshold is 3/4 inch".

_____

_____

_____

VIII. CHECKLIST FOR RESTROOMS

A. Approach to Entrance of Restroom

1) Where is the restroom(s) located? In the rear of the restaurant, on the first floor

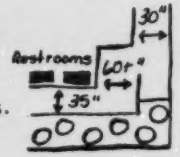
YES / (NO) 2) Are there any steps or ramps leading to restrooms?

***If yes,

please fill out the Checklist for Stairs (Section IV) and/or the Checklist for Ramps (Section VI).

3) What do the widths of the pathways leading to the restroom(s) range from? 30 inches to 60+ inches

(YES) / NO a. Are there any corners or turns in these pathways?



***If yes,

please draw a diagram, indicating all dimensions.

B. Doors

1) Please complete a Checklist for Doorways (Section V) for each doorway (including stall doors).

C. Pathways*

1) What are the widths of the pathways from the entry door to each fixture and accessory?

24½ inches

_____ inches

_____ inches

(YES) / NO 2) Are the pathways around corners at least 42 inches wide?

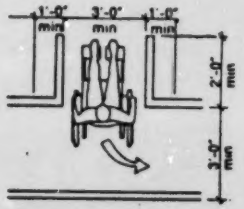
(no corners)

***If no,

please describe: _____

*Accessories and fixtures at least 29 inches above the floor level may protrude into these areas, but not by more than 10 inches.

YES / (NO) 3) Is there a clear turning circle 5 feet in diameter, or a T-shaped space 3 feet wide in both directions of the "T" (as shown in the diagram below)?



D. Toilets

Please fill in the following information about the largest toilet stall:

1) What are the dimensions of the largest toilet stall, in inches?

42 (width) x 49½ (length) inches

2) Where is it located? There is only one toilet.

3) Which way does the stall door open? (check one)

_____ inward (towards the toilet)

✓ outward (see Section I)

_____ both ways

4) Please draw a diagram of this toilet stall on the following page using the information provided below:

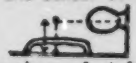
a. location of doorway

b. width of doorway

c. location of toilet

d. location of grab bars

e. width of space between grab bar and center of toilet



f. dimensions of stall

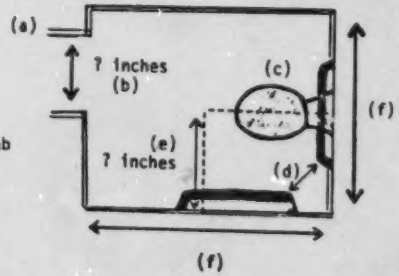
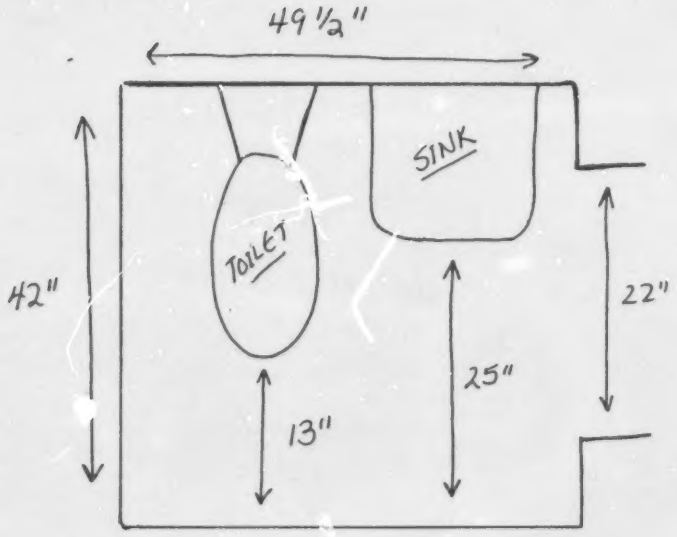


DIAGRAM OF TOILET STALL



(no grub bars)

5) Is the toilet wall-mounted OR (floor-mounted)? (circle one)

6) What is the height of the toilet seat, measured to the top of the toilet seat? 15 inches

7) How high are the flush controls above the floor? 26 inches

(YES) / NO a. Are they hand-operated?

8) How high is the toilet paper dispenser above the floor? 32 1/2 inches

(YES) / NO a. Is it within easy reach of the toilet?

YES / (NO) 9) Are there any grab bars in this stall?

***If yes,

please fill in the following chart:

LOCATION	HEIGHT (in inches)	LENGTH (in inches)
	inches	inches
	inches	inches
	inches	inches
	inches	inches

E. Urinals

YES / (NO) 1) Is there a stall-type or wall-hung urinal with an elongated rim?

***If yes,

where is it located? _____

_____

2) What is its height, or the height of the lowest urinal, above the floor? _____ inches

YES / NO 3) Is there clear floor space of at least 30 X 48 inches in front of this urinal?

***If no,

what are the dimensions of this space? _____ (width) X _____ (length) inches

4) How high above the floor are the flush controls? _____ inches

YES / NO a. Are they hand-operated?

F. Sinks

Locate the sink whose clearance from the floor to the bottom of the rim is closest to (and preferably equal to or more than) 29 inches, OR locate the most accessible sink.

1) Where is this sink located? next to the toilet (see diagram)

2) How many inches of clearance are there from the floor to the bottom of the rim of this sink? 30 inches

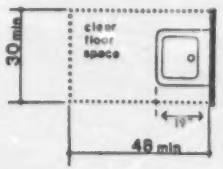
a. How far does the clearance extend under the sink?

16½ inches

3) How high above the floor is the top of the rim of this sink?

33 inches

YES / (NO) 4) Is there clear floor space of at least 30 X 48 inches in front of this sink, extending a maximum of 19 inches underneath the sink?



***If no,

what are the dimensions of this space? 30+ (width) X 42 (length) inches

(YES) / NO 5) Are pipes and sharp or abrasive surfaces under sinks insulated or covered?

(YES) / NO 6) Are faucets easy to use with one hand without tight grasping or twisting?

YES / NO 7) Do self-closing valves remain open for at least 10 seconds?
N/A (This sink does not have self-closing valves)

IX. CHECKLIST FOR PUBLIC TELEPHONES

A. Location

1) Indicate the location of this telephone below: Inside the entrance door, on the right.

YES / (NO) 2) Are there any steps or ramps leading to this telephone?

***If yes,

please fill out the Checklist for Stairs (Section IV) and/or the Checklist for Ramps (Section VI).

3) What do the widths of the pathways leading to this phone range from?

37 inches to 60+ inches

YES / (NO) a. Are there any corners or turns in these pathways?

***If yes,

please draw a diagram, indicating all dimensions:

B. Approach to Telephone

1) How can the phone be approached? (check one or both)

✓ side approach

✓ forward approach

(YES) / NO 2) Is there a clear floor space at least 30 X 48 inches?

***If no,

please describe this area (draw a diagram if necessary):

_____

_____

_____

YES / (NO) 3) Is the phone contained in a phone booth?

***If yes,

how wide is the phone booth doorway? _____ inches

YES / (NO) 4) Are there any protrusions that might present a barrier (such as overhanging parts or side panels?

***If yes,

a. What is the length of the protrusion (overhanging or side panels)? _____ inches

b. What is the width between overhangs? _____ inches

c. What is the height from the floor to the bottom of the overhanging parts? _____ inches

C. Operation of Telephone

1) How high (in inches) is the highest operable part of the telephone from the floor (such as the coin slot or top of dial/push buttons)?

62 inches

2) Is the phone: (check one)

✓ push button

_____ dial

3) What is the length of the telephone cord? 28 inches

YES / (NO) 4) Is the telephone equipped for persons with hearing disabilities?

***If yes,

a. Is it identified as such?

YES / NO 5) Does the phone have raised lettering or Braille markings?

***If yes,

please describe: _____

_____

_____

X. CHECKLIST FOR DRINKING FOUNTAINS

A. Location

1) Where is the drinking fountain located? _____

_____

_____

YES / NO 2) Are there any steps or ramps leading to this drinking fountain?

***If yes,

please fill out the Checklist for Stairs (Section IV) and/or the Checklist for Ramps (Section VI).

3) What do the widths of the pathways leading to this drinking fountain range from? _____ inches to _____ inches

YES / NO a. Are there any corners or turns in these pathways?

***If yes,

please draw a diagram, indicating all dimensions.

B. Operation of Drinking Fountain

YES / NO 1) Is drinking fountain hand-operated?

***If yes,

is it operated on: (check one) _____ left side

_____ right side

YES / NO 2) Is drinking fountain foot-operated?

3) On wall-mounted fountain, how high is the spout from the floor?

_____ inches

4) On floor-mounted fountain, how high is the spout from the floor?

_____ inches

YES / NO 5) If fountain is floor-mounted, are paper cups available?

APPENDIX B

Individualized Checklists

INDIVIDUALIZED CHECKLISTS

(FOR ADDITION TO THE GENERAL ACCESSIBILITY CHECKLIST)

XI. RESTAURANTS

1) Is this restaurant self-service ____ OR waiter-service ✓ ? (Check one.)

***If self-service,

(YES) / NO a. Are there personnel to assist disabled persons?

2) What are the business hours? 11:00 a.m. – 10:00 p.m daily

3) What is the price range? Breakfast: not served

Lunch: $2 - $7

Dinner: $5 - $20

(YES) / NO 4) Are any tables less than 29 inches high?

***If yes,

where are they located and what is their height in inches?

The tables in the rear of the first floor – their height is 27 inches

YES / (NO) a. Are blocks or risers available to raise the height of tables?

5) Are the tables fixed to the floor ____ OR moveable ✓ ? (Check one.)

6) Are chairs fixed to the floor ____ OR moveable ✓ ? (Check one.)

(YES) / NO 7) Do the chairs have arms?

8) What is the total seating capacity? 100 seats

PLEASE ASK MANAGER, BARTENDER, WAITER/WAITRESS THE FOLLOWING QUESTIONS:

(YES) / NO 9) Can a wheelchair be placed at the end of a table without blocking an aisle?

(YES) / NO 10) Is this permitted?

YES / (NO) 11) Is there an area designated for persons in wheelchairs?

***If yes,

please indicate location: _____

_____

_____

(YES) / NO 12) Is the chef/cook willing to blend or puree any food items on the menu?

13) What are the busiest, most crowded hours at this establishment?

NOON – 1:30 p.m. and 6:00 – 9:00 p.m.

_____

a. At those times, approximately what percent of the total seating capacity is filled? 85%

*14) OPTIONAL:

*What is the name of the person providing the information for questions 9-13? _____

*What is his/her position in this establishment? _____

_____

XII. CLOTHING STORES

A. Dressing Rooms

Please answer the following questions for the most accessible dressing room, based on such criteria as the dimensions of the room, the width of the doorway, and the route of travel. If there are dressing rooms on different floors or in different parts of the store, be sure to complete this checklist for each section with dressing rooms.

1) Where is this dressing room located? _____

_____

YES / NO 2) Are there any steps or ramps leading to this dressing room?

***If yes,

please fill out the Checklist for Stairs (Section IV) and/or the Checklist for Ramps (Section VI).

3) What do the widths of the pathways leading to this dressing room range from? _____ inches to _____ inches

YES / NO a. Are there any corners or turns in these pathways?

***If yes,

please draw a diagram, indicating all dimensions:

4) Doors: Please complete a Checklist for Doorways (Section V) for each doorway leading to this dressing room.

5) The dimensions of this dressing room are:

_____ (width) X _____ (length) inches

(Draw a diagram if necessary.)

B. Alterations

YES / NO 1) Will this store alter clothes to meet the needs of customers with physical handicaps?

APPENDIX C

Sample Introduction

(Key and Standards)

The main entrance of each facility is located on Church Street, which has a slightly sloped brick surface with some irregularities. A site description in italics indicates that the store or restaurant cannot be entered without going up or down a flight of stairs. Details that would only benefit wheelchair users are omitted in these site descriptions on the assumption that persons in wheelchairs would rarely visit these facilities. Bold-faced words are defined in Section 10.0 ("DEFINITIONS OF TERMS").

1.0 PASSENGER DROP-OFF

The nearest drop-off point that has curb cuts, ramps or otherwise level approach to the entrance is indicated; the number of paces from this point to the entrance is also given. (Refer to the maps for locations of stores and drop-off points.)
Example: Use College Street; 20 paces.

2.0 ENTRANCE

Unless otherwise indicated, the entrance meets all of the standards described under Section 6.0.

Potential barriers are mentioned. Items involving changes in level are described in more detail below.

Slope. If the approach to the entrance is not level (greater than 1°), the angle of the slope is indicated in degrees, rounded off to the nearest 1/2 degree (refer to Section 6.1A).
Example: Approach to entrance not level (3°).

Steps. If any steps lead to the entrance, they will be described in the same way as "INTERIOR Stairs" (see p. 6, Section 3.0).

The door pull is indicated for each entrance door. "Door Pull" refers to the weight of the door (how hard it is to pull open), as measured in pounds by a spring scale.
Example: Door Pull = 12 lbs.

Entrance doors that lock open and/or open both ways are also mentioned.

3.0 INTERIOR

Pathways. The route of travel within each facility is described by giving the narrowest and widest pathway. Pathways that are wider than 60 inches are denoted as 60+ inches, since this width provides adequate wheelchair turning space. The route of travel is then evaluated according to the following A-B-C rating system:

"A" - The majority of pathways are wider than 48"; if there is only one aisle, its width is greater than 60".
"B" - Approximately half of the pathways are wider than 48".
"C" - The majority of pathways are less than 48" wide; if there is only one aisle, its width is less than 60".

Example: Pathways: range from 24-60+ inches (B).

Potential barriers on each floor of the facility are mentioned. Several items are discussed in more detail below.

Stairs. If stairs are present, the number of steps is given. Items are mentioned that do not meet the standards for stairs (refer to Section 7.1). If front edges of steps have bright strips, it is mentioned.
Example: 4 steps: rear of store (height of step = 8", square nosings, 2 handrails, no extensions).

Ramps. If a ramp is present, the degree of the slope is given. Items are mentioned that do not meet the standards for ramps (refer to Section 7.2).
Example: Ramp (4°) leads down from elevator to floor (no level landing at top, no handrails).

Elevators. If an elevator is present, the cab dimensions (width and length) are mentioned in inches followed by the elevator's location. Items are mentioned that do not meet the standards for elevators (refer to Section 7.3). If an elevator has tactile markings (such as raised or indented lettering or braille) or audible signals, it is mentioned.

Example: Elevator (70x71"): located in rear of store; all car controls except "basement" and "1st floor" are more than 54" above floor.

Dressing Rooms. The most accessible dressing room is described, based on such criteria as the dimensions of the room and the route of travel. Pathways and widths of doors to dressing rooms are mentioned that do not meet the standards described in Sections 10.1 and 6.3.

Example: Largest Dressing Room (40 x 48"): pathway to dressing room does not meet standards; width of door = 24", pull curtain.

Tables in Restaurants. The clearance under tables is indicated if it is less than 29".

4.0 RESTROOMS

Unless otherwise indicated, the restrooms are on an accessible route. Titles on restroom doors are indicated in quotations, followed by the number of toilets or stalls, urinals, and sinks.

Example: "Gents" (2 stalls, 1 urinal, 1 sink).

Unless otherwise indicated, the entry to the restroom meets all of the standards described under Section 6.0. Potential barriers are mentioned.* The door pull is indicated for restroom doors when greater than 8 lbs.

*If restrooms can only be accessed by going up or down a flight of stairs, barriers specific to wheelchair users are omitted from the site description.

The route of travel within each restroom is described by giving the narrowest and widest pathway. Pathways that are wider than 60 inches are denoted as 60+ inches, since this width provides adequate wheelchair turning space. The route of travel is then evaluated accordingly to the following rating system:

- ◯ - Fixtures are on an accessible route (Section 10.1) AND there is adequate space for a person in a wheelchair to turn around (Section 10.7).
- ◍ - Fixtures are on an accessible route OR there is adequate wheelchair turning space.
- ◯ - Fixtures are not on an accessible route AND there is not adequate wheelchair turning space.

Example: Pathway inside restroom: ranges from 50-60+ inches. ◯

For each restroom a description is given for the most accessible toilet, urinal, and sink (based on the standards in Section 8.0). Unless otherwise indicated, the toilet, urinal and sink meet all of the standards described under Sections 8.2, 8.3, and 8.4, respectively. Potential barriers are mentioned.* Stall dimensions are always given.

5.0 PHONE

Unless otherwise indicated, the phone meets all of the standards described under Section 9.0. Potential barriers are mentioned. The type of controls (push buttons or dial) is given for every phone. If telephones have tactile markings (such as raised or indented lettering or braille) or volume control, it is mentioned.

Example: PHONE: Located in rear of store (coin drop is 54" above floor, cord length = 27"). Dial.

*If restrooms can only be accessed by going up or down a flight of stairs, barriers specific to wheelchair users are omitted from the site description.

STANDARDS

6.0 DOORS*

6.1 Approach to Door

A. The slope shall be less than 1:48, or approximately 1°. [1]

B. Abrupt changes in level shall be s than 1/2 ".[2]

6.2 Doorway Space Requirements (see Fig.1) [3]

A. There shall be at least a 5x5' clear floor space on the outside ("pull side") of the door with 2' allowance to the latch side.

B. On the inside ("push side") of the door, a 5x4' clear floor space is needed.

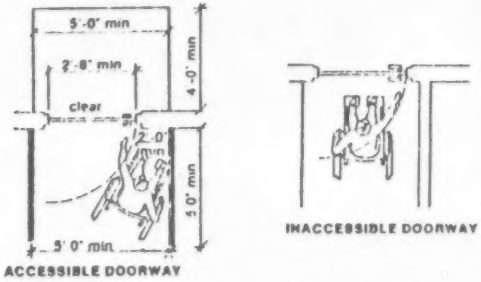


Fig. 1. Doorway Space Requirements
(Diagrams are from National Center for a Barrier Free Environment.)

6.3 Width of Door. Doorways shall have a minimum clear opening of 32" with the door open 90°, measured between the face of the door and the stop. [4]

6.4 Height of Handle. All manual door openers shall be mounted 36-44" from the floor surface to the center of the handle. [5]

*All doors (including entrance doors, restroom doors, etc.) must meet these standards. Double doors (doorways that have two doors) must have at least one door that meets these standards.

6.5 Threshold. Thresholds at doorways shall not exceed 1/2" in height. [6]

6.6 Doors in Series [7]

A. Consecutive Door Vestibules (see Fig. 2):

1. If both doors swing out, the vestibule must be at least 48" long.
2. If either door swings in, the vestibule length must be at least 48" plus the width of the in-swinging door.

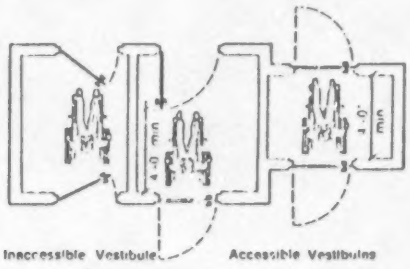


Fig. 2. Consecutive Door Vestibules
(Diagram is from the National Center for a Barrier Free Environment.)

B. Right Angle Consecutive Door Vestibules (see Fig. 3):

1. If both doors swing out, a 5x5' unobstructed level space is needed.
2. If either door swings in, the distance between the in-swinging door and its facing wall must be at least 48" (with the door open at 90°); vestibule floor space required in this case is therefore at least 82" deep and 60" wide.

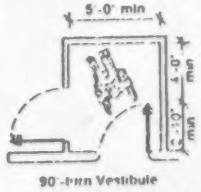


Fig. 3. Rt. Angle Consec. Door Vestibules
(Diagram is from the National Center for a Barrier Free Environment.)

7.0 INTERIOR

7.1 Stairs. Stairs shall meet the following criteria (see Fig. 4):

A. All steps shall be of uniform height; risers shall not exceed 7" in height. Open risers are not permitted.[8]

B. All steps shall have uniform tread width; width of tread shall be no less than 11".[9]

C. Steps shall not have square nosings (they should either have round nosings or sloping risers).[10]

D. Handrails shall be on both sides of the stairs; they shall extend at least 12" beyond the top riser and at least 12" plus one tread width beyond the bottom riser.[11]

E. Doors shall not open directly onto top or bottom step.

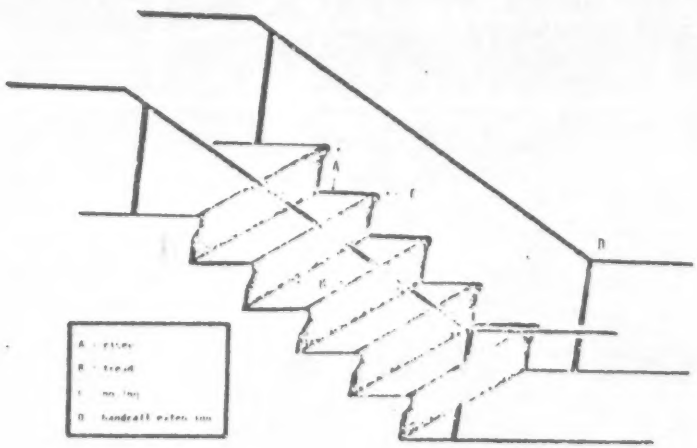


Fig. 4. Stair Criteria

7.2 Ramps

A. The minimum clear width of a ramp shall be 36".[12]

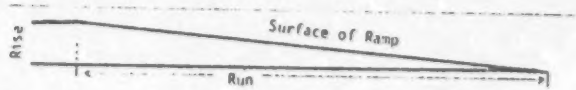
B. The slope and rise shall comply with Figure 5.[13]

C. Ramps shall have level landings at the bottom and top of each run, at least 5' long and at least as wide as the ramp.[14]

D. Ramps and landings with drop-offs shall have curbs, walls, railings, or projecting surfaces that prevent people from slipping off the ramp. Curbs shall be a minimum of 2" high.[15]

E. If a ramp run has a rise greater than 6" or a horizontal projection greater than 72", then it shall have handrails on both sides:[16]

1. Handrails shall extend at least 12" beyond the top and the bottom of the ramp.[17]
2. Handrails shall be 32-34" high.[18]



Slope*	Maximum Rise	Maximum Run
1:12	30"	30'
1:16	30"	40'
1:20	30"	50'
Steeper than 1:10 but no steeper than 1:8	3"	2'
Steeper than 1:12 but no steeper than 1:10	6"	5'

* A slope steeper than 1:8 not allowed.

Fig. 5. Allowable Ramp Dimensions

7.3 Elevators [19]

A. If elevators are provided, all passenger elevators shall be on an accessible route.
B. The door opening and inside dimensions shall comply with Figure 6.
C. The height of the threshold shall not exceed 1/2".
D. All car controls shall be 35-54" above the floor.

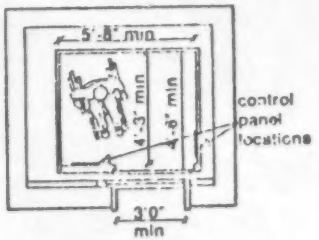


Fig. 6. Elevator Dimensions
(Diagram is from the National Center for a Barrier Free Environment.)

8.0 RESTROOMS

8.1 Path of Travel [20]

A. Restrooms shall be on an accessible route.
B. All fixtures and controls within the restroom shall be on an accessible route, and a wheelchair turning space shall be provided.

8.2 Toilet [21]

A. The top of the toilet seat shall be 17-19" from the floor.
B. Flush controls shall be 44" or less above the floor and hand-operated.
C. There shall be two grab bars which comply with the ANSI standards (ANSI A117.1-1980, pp. 37-38).

8.3 Urinals [22]

A. The height of all urinals shall be 17" or less above floor.
B. A clear floor space 30x48" shall be provided in front of urinals to allow forward approach.
C. Flush controls shall be 44" or less above the floor and hand-operated.

8.4 Sinks [23]

A. There shall be a clearance of at least 29" from the floor to the bottom of the rim.
B. A clear floor space 30x48" shall be provided in front of a sink to allow a forward approach; this space may extend a maximum of 19" underneath the sink.
C. Faucets shall be operable with one hand and shall not require tight grasping, pinching, or twisting of the wrist.

9.0 TELEPHONES [24]

9.1 Clear Floor or Ground Space. A clear floor or ground space at least 30x48" that allows either a forward or parallel approach by a person using a wheelchair shall be provided at telephones.

9.2 Mounting Height. The highest operable part of the telephone shall be 54" from the floor if a side approach is possible, and 48" if only a front approach is possible.

9.3 Cord Length. The cord from the telephone to the hand set shall be at least 29" long.

9.4 Enclosures. If telephone enclosures are provided, they shall comply with Figures 7 and 8:

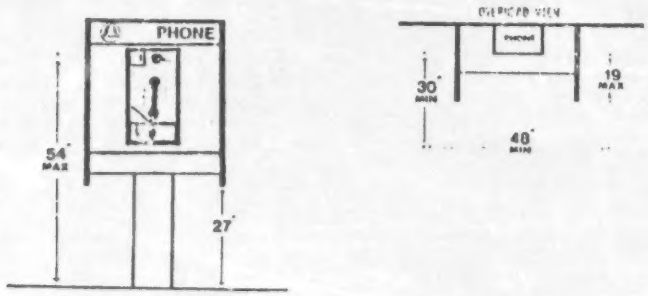


Fig. 7. Side reach possible: the overhang shall be no greater than 19"; the height of the lowest overhanging part shall be equal to or greater than 27".

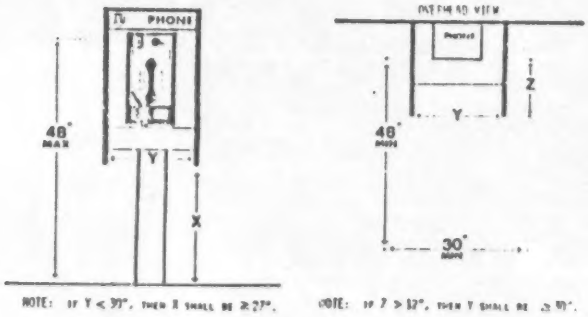


Fig. 8. Forward reach required: if the overhang is greater than 12" then the clear width of the enclosure shall be 30" minimum; if the clear width of the enclosure is less than 30" then the height of the lowest overhanging part shall be equal to or greater than 27".